DOCUMENT RESUME

ED 214 701 RC 013 236

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TITLE Parent Participation. Research on School Effectiveness Project: Topic Summary Project.

INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.

SPONS AGENCY Alaska State Dept. of Education, Juneau. Office of Planning and Research.
PUB DATE 12 Dec 80
NOTE 52p.; For related documents, see RC 013 234-242.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Educational Planning; *Educational Research; Elementary Education; *Literature Reviews; Outcomes of Education; *Parent Student Relationship; Policy Formation; Preschool Education; State of the Art Reviews; Tutors
IDENTIFIERS *Alaska Research on School Effectiveness Project; *School Effectiveness

ABSTRACT

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as the participation of parents in the education of their children. Using an ERIC search and conventional library methods, the question raised was, "Do programs which involve parents in the education of their children have a positive effect on the academic achievement of the children?" Of the 26 documents reviewed, 15 pieces of research were judged to be both highly relevant and sufficiently well-designed to yield meaningful results. Overall, the studies found that parent participation had a positive effect on children's achievement, and the more extensive the participation, the more positive the results. Instruction in the home by parents on a regular basis was the single most productive form of parent involvement. Based on this information, it is recommended that: schools make parents aware of their tremendous influence; preschool programs be given a high priority and include a strong parent participation component; and parent tutoring programs (particularly for preschool and elementary children) be established and given active financial support. The document includes the item decision display, the 26 citation bibliography, and individual item reports on the citations. (BRR)

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ED2147701

Topic Summary Report

PARENT PARTICIPATION

Research on School Effectiveness Project

Prepared for:

Alaska Department of Education
Office of Planning and Research

December 12, 1980

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RC 013236

Audit and Evaluation Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

PREFACE

This report is one of several in a series of reviews of research literature conducted for the Alaska School Effectiveness Project. Each of the reports addresses a topic which is deemed to have an impact, actual or potential, on school effectiveness. All of the reports have been generated using the same general approach and a common reporting format.

The review process begins with a topical literature search using both computer based ERIC and conventional library methods. Articles and other documents found are analyzed and abstracted into a brief form called an Item Report. Each of the items is then judged against a set of pre-established criteria and ranked on a five-point scale. The collection of Item Reports are then examined for purposes of identifying issues. These issues are stated in the form of hypotheses. Each hypothesis thus generated becomes the subject of a Decision Display. A Decision Display is created by sorting the Item Reports into those which support or negate the hypothesis, are inconclusive, are badly flawed, or are irrelevant. One or more Decision Displays are generated for each topic addressed. A Summary Report is then generated from the consideration of the Decision Displays and the file of Item Reports. Thus, each complete report in the series consists of a Summary Report which is backed up by one or more Decision Displays which in turn are supported by a file of Item Reports. This format was designed to accommodate those readers who might wish to delve into various depths of detail.

This report is not intended to represent the "final word" on the topic considered. Rather, it represents the analysis of a particular collection of research documents at this time. There may be other documents that were not found because of time or other limitations. There may be new research published tomorrow. This present report represents our best judgment of available information at this time. This format allows for modification and re-analysis as new information becomes available or old information is reinterpreted.

For a more complete description of the analysis process see William G. Savard, Procedures for Research on School Effectiveness Project, Northwest Regional Educational Laboratory, December 10, 1980.

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Topic: Parent Participation
Authors: K. Cotton/W. G. Savard
Date: December 12, 1980

Overview

The participation of parents in the education of their children is a subject which has received considerable attention in recent years. Research conducted in the 1960s indicated that various home factors, such as parents' socioeconomic status, educational level and attitudes toward education, had more influence on childrens' school performance than all school-controllable factors combined. At the same time, society began to respond to reports of declining test scores and increased school discipline problems by calling for greater accountability on the part of the schools. Educators were told, in effect, that they must do more and that their capacity to do more was severely limited by factors beyond the school's control.

In response to these strong and seemingly contradictory messages, the educational community, with considerable federal support, began to develop programs which would enhance--and, in many cases, compensate for--the effects of home influences on the school performance of children. Many of these programs had parent involvement components. There were several reasons for seeking parents' participation in the education of their children: providing additional instructional time for the children in cases where parents tutored them in the home, increasing parents' valuation of schooling and their skills in supporting their children's learning, and reducing the home-school tensions that accompanied society's demand for greater accountability from the schools.

In recent years, various research projects have been undertaken to determine whether parents' involvement in their children's education does in

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fact bring about the outcomes such participation is intended to produce. Most of these studies focus on parent participation in the education of preschool and elementary children and its relationship to the academic achievement of those children.

Findings

The question addressed by the search and examination of the research literature was: Do programs which involve parents in the education of their children have a positive effect on the academic achievement of the children? Twenty-six documents on the subject of parent participation were reviewed in preparation for this report. All were concerned with parent participation in programs for preschool and elementary school children; no studies on parent participation with secondary students were found. Of the 26 items, 15 pieces of research were judged to be both highly relevant to this question and sufficiently well-designed to yield meaningful results. Eleven were studies of the influence of parent participation on achievement, and four were review/syntheses of such studies.

The studies described in eleven of the fifteen reports found that parent participation had positive effects on children's achievement. Three of these eleven reported on several studies each, raising the total number of supportive studies to more than 50. Studies of preschool programs indicated that "early intervention" programs have the strongest and most enduring effects when: 1) children enter the program as young as possible; 2) children remain in the program as long as possible; 3) parents are heavily involved; and 4) program content is designed to promote cognitive development rather than being play-oriented. The kinds of parent participation which have the most positive effects on achievement are regular home instruction and parents

working with teachers and children in the classroom setting. Findings are inconclusive as to whether person-to-person training and supervision of parents as they work with their children at home has more positive effects than simply providing parents with an orientation and appropriate materials.

At the elementary level, similar findings emerged. Parent involvement in any degree was positively related to achievement in reading, math and "general achievement", depending on the individual study. Further, home tutoring on a regular basis was found to be the most effective form of parent participation. The least intensive forms of parent participation--filling out a questionnaire, attending a single meeting--had the smallest effects on achievement, though these had a more positive effect than no participation at all. In fact, one of the two reports which did not support the efficacy of parent participation in promoting achievement dealt only with "informal parent-teacher communications," a nonintensive form of parent participation. (The other report was a review of 23 studies, in which "nearly all" showed parent participation to be effective and "a small portion" did not.)

Three studies were inconclusive--two because the effects of parent participation programs varied from year to year and one because only one of two groups of trained parent tutors had higher achieving children than the control group.

Overall, the studies found that parent participation has a positive effect on children's achievement, and the more extensive the participation, the more positive the results. These findings emerged from studies of both preschool and elementary children; with a variety of academic achievement measures; in rural and urban settings; and with disadvantaged, special education and regular education students. Several studies cited positive outcomes other than achievement gains, including improved self-concept of parents and children, improved school-community relations and better student work habits.

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Conclusions

The studies reviewed and presented in the attached decision display and item reports lead to the conclusion that programs involving parental support of young children's instructional programs can have a powerful effect on the achievement levels of these children. Instruction of the child by the parent in the home on a regular basis is the single most productive form of parent involvement, though nearly any degree of participation by parents produces some positive effect.

Recommendations

Based on the pattern which emerges from the studies reviewed, project staff recommend that:

1. Schools make parents aware, via information flyers, meetings, and other methods, that they, the parents, have a tremendous influence on the academic performance of their children. Ways that parents can support their children's educational experience should be enumerated.
2. Support for preschool programs be given a high priority and that programs developed have a strong parent participation component. It is further recommended that programs be developed or modified so that cognitive development is emphasized and program participation begins early in children's lives.
3. Methods to engage parents in tutoring their preschool and elementary children be developed (or existing methods be adapted) and parent tutoring programs be implemented and given active financial support.

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PARENT PARTICIPATION
Decision Display

Restatement of issue as a hypothesis:

Programs which involve parents in the education of their preschool and elementary school children have a positive effect on the academic achievement of those children.

Item Number	Short Title	Quality Rating of Study [ ]	
Items which tend to support hypothesis:			
40	Bronfenbrenner, 1974, Early Intervention Research Synthesis	[5]	(26 studies support)
41	Barth, 1979, Home-Based Reinforcement	[4]	("nearly all" studies support
51	Henderson & Swanson, 1974, Parent Tutoring	[4]	
39	O'Neil, 1975, Parent Tutoring in Reading	[4]	
33	Austin, et al., 1977, Parent Involvement in Child Instruction, Low SES	[3]	(18 studies support)
46	Lee, 1978, Parent Participation in Dental Programs	[3]	
31	Gillum, et al., 1977, Parent Involvement in Performance Contracts	[2]	
37	Hickey, 1977, Modifying Work Habits	[2]	
30	Irvine, et al., 1979, Parent Participation in Preschool Programs	[2]	
52	McKinney, 1975, Parent Tutoring in Reading and Math	[2]	
32	Seibert, et al., 1979, Parent School Communication	[2]	
Items which tend to deny hypothesis:			
41	Barth, 1979, Home-Based Reinforcement	[4]	("a small portion" of studies deny)
68	Gabel, et al., 1977, Parent Teacher Communication in LD Classes	[4]	
Items which are inconclusive regarding the hypothesis:			
36	Bedford-Stuyvesant, 1978, Family Education	[2]	
70	Heisler & Crowley, 1969, Parent Participation in a Depressed Area	[2]	
50	Olmsted, 1979, Parent Teaching Behavior	[2]	

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Items which were excluded because they were weak:

28 Imber, et al., 1979, Parent Participation [1]
69 Quisenberry, 1980, Home-Oriented Preschool [1]
Program

Items which were excluded because they were judged to be irrelevant to this hypothesis:

29 McLaughlin, et al., 1980, Increasing Parent Participation of Native Americans
42 Rich, et al., 1979, "Non Deficit" Model for Parent Involvement
44 Tudor, 1977, Teacher Attitude Toward Parent Involvement
45 Robinson, 1978, Citizen Advisory Committees
63 Hartford Public Schools, 1974, Headstart Parent Participation
64 Townes, et al., 1979, LD Parent Participation
65 Lincoln, et al., 1975, Parent Participation/Math "Growth Sessions"
66 Lucas & Lusthaus, 1978, Parent Participation, Elementary vs. Secondary
67 Bridge, 1976, Effective Parent Participation

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Item No.	Citation
33	Austin Independent School District, Texas Office of Research and Evaluation. Review of research in parental involvement in education, interim report: low SES and minority student achievement study. Austin: Austin Independent School District, July 1977. (ERIC/EDRS No. ED 161 980)
41	Barth, R. Home-based reinforcement of school behavior: a review and analysis. Review of Educational Research, 1979, 49, 436-458.
38	Bedford-Stuyvesant Restoration Corporation, The family education program at Intermediate School 55: A report to the Salgo-Noren foundation on the operation and results of the family education program, September 1975 through June 1977, Brooklyn, N.Y., 1978. (ERIC/EDRS No. ED 169 139)
67	Bridge, R. Gary. Parent participation in school innovations. Teachers College Record, 1976, 77, 366-384.
40	Bronfenbrenner, U. Is early intervention effective? Day Care and Early Education, 1974, 2 (2), 13-18; 44.
68	Gabel, H., et al. Parent-teacher communication in relation to child academic achievement and self-concept. Peabody Journal of Education, 1977, 54, 142-145.
31	Gillum, R., et al., The effects of parent invovlement on student achievement in three Michigan performance contracting programs. Paper presented at the Annual Meeting of the American Educational Research Association (New York City, April 1977). (ERIC/EDRS No. ED 144 007)
63	Hartford Public Schools. Hartford moves ahead: an evaluative report. Headstart child development, 1973-1974. Hartford, Connecticut: Hartford Public Schools, 1974. (ERIC/EDRS No. ED 105 792)
70	Heisler, F., & Crowley, F. Parental participation: its effect on the first grade achievement of children in a depressed area. Albany: New York State Education Department, July 1969. (ERIC/EDRS No. ED 039 265)
51	Henderson, R. W., & Swanson, R. Parent training and utilization of knowledge from research on cognitive socialization. Tucson: Arizona Center for Educational Research and Development, Arizona University, April 1974. (ERIC/EDRS No. ED 097 113)

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37 Hickey, K., et al. Modifying independent work habits of elementary students through parent-teacher involvement and cooperation. Paper presented at the Annual International Convention, The Council for Exceptional Children, April 1977. (ERIC/EDRS No. ED 139 163)

28 Imber, S. C., Imber, R. B., and Rothstein, C. Modifying independent work habits; an effective teacher parent communication program. Exceptional Children, 1979, 46, 218-221.

30 Irvine, D. J., Flint, D. L., Hick, T. L., Horan, M. D. Kukuk, S. E., and Fallon, E. Parent involvement affects children's growth. Evaluation Summary of the New York State Prekindergarten Program. New York: The State Education Department, August 1979.

46 Lee, A. J. Parental attendance at a school dental program: its impact upon the dental behavior of the children. The Journal of School Health, 1978, 48, 423-427.

65 Lincoln, E. A., Briscoe, L. W., & Williams, D. K. Parents make a difference in teaching in urban schools. The Arithmetic Teacher, 1975, 22, 460-463.

66 Lucas, B. G. & Lusthaus, C. S. The decisional participation of parents in elementary and secondary schools. The High School Journal, 1978, 61, 211-220.

52 McKinney, J. A. The development and implementation of a tutorial program for parents to improve the reading and mathematics achievement of their children. Practicum paper, Nord University, June 1975. (ERIC/EDRS No. ED 113 703)

29 McLaughlin, T. F., Cady, M., and Big Left Hand, P. The effects of the behavior analysis model of follow through on Native American participation in the educational process. Education, 1980, 100, 336-337.

50 Olmsted, P. P., An observational study of parental teaching behaviors and their relationship to child achievement. North Carolina University Chapel Hall School of Education, USOE, Washington, D.C., 1979. (ERIC/EDRS No. ED 168 721)

39 O'Neil, A. L. An investigation of parent tutorial intervention as a means of improving reading skills in the primary age child. Unpublished doctoral dissertation, University of Oregon, 1975. (Dissertation Abstract International, A, 37, July-August 1976)

69 Quisenberry, N. L. Long-term effects of a home-oriented preschool program. Childhood Education, 1980, 56, 228-234.

42 Rich, D. et al. Building on family strengths: the "nondeficit" involvement model for training home and school. Educational Leadership. 1979, 36, 506-510.

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45 Robinson, N. Citizen advisory committees: the faulty lightning rod in the storm of school-community relations. Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration, London, Ontario, June 1978 (ERIC/EDRS No. 165-247)

32 Seibert, J., et al., Emerging trends in parent-school communication. Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, Texas, November 29-December 1, 1979). (ERIC/EDRS No. ED 182 734)

64 Townes, B. D., Trupin, E. W. & Doan, R. N. Parent-directed remediation for LD children. Academic Therapy, 1979, 15, 173-184.

44 Tudor, K. P. An exploratory study of teacher attitude and behavior toward parent education and involvement. Educational Research Quarterly, 1977, 2 (3), 22-28.

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SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 28 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/21/80

CITATION: Imber, S. C., Imber, R. B., and Rothstein, C. Modifying independent work habits; an effective teacher parent communication program. Exceptional Children, 1979, 46, 218-221.

DESCRIPTORS: Parent Participation, Teaching Methods

SHORT TITLE: Imber, et al, 1979. Parent Participation, Communication

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The study concerns only three students, sample too small to generalize findings.

SYNOPSIS:

The study was designed to examine the effects of teacher administered praise notes on the academic performance of three students with learning and behavorial problems.

The subjects were three white second graders; two were receiving remedial reading instruction and one worked with a learning disabilities resource teacher. The study had three phases: 1) a baseline procedure which involved independent reading seatwork; 2) intervention #1, in which a private teacher-student conference with each student took place. In this conference the student was praised for appropriate behavior and was told that on days most work was correctly completed, a note of praise would be sent home to his/her parents. 3) intervention #2, which involved teacher-parent phone and written contact. Teachers gained parent agreement to praise and encourage the children on praise-note days. The study took place over 45 days.

ITEM NUMBER: 28 SHORT TITLE: Imber, et al., 1979
Parent Participation, Communication

RESEARCHER'S FINDINGS:

Work habits of all three students improved during each intervention phase.

When the praise-note practice was reduced to an intermittent activity, improved student performance was maintained.

RESEARCHER'S CONCLUSIONS:

"The results of the study support the idea that consistent written teacher praise can produce a marked and enduring improvement in academic performance. The data provide further support for the use of parents as participants in strategies designed to improve the academic performance of their children.... Furthermore, this study demonstrates that behavioral modification procedures may contribute to creating a more positive learning environment for special needs students in the regular classroom."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of the article may be found in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 29 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/21/80

CITATION: McLaughlin, T. F., Cady, M., and Big Left Hand, P. The effects of the behavior analysis model of follow through on Native American participation in the educational process. Education, 1980, 100, 336-337.

DESCRIPTORS: Parent Participation, Community Involvement

SHORT TITLE: McLaughlin, et al., 1980. Increasing Parent Participation of Native Americans

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

Implementation of an instructional model is related to a dramatic increase in parent/community particpation and decision making regarding their children's education. While this may result in more effective schooling, the research was not designed to determine this.

ITEM NUMBER: 29 SHORT TITLE: McLaughlin, et al., 1980 Increasing Parent Participation of Native Americans

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of the article may be found in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 30 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/21/80

CITATION: Irvine, D. J., Flint, D. L., Hick, T. L., Horan, M. D. Kukuk, S. E., and Fallon, E. Parent involvement affects children's growth. Evaluation Summary of the New York State Prekindergarten Program. New York: The State Education Department, August 1979.

DESCRIPTORS: Parent Participation

SHORT TITLE: Irvine, et al., 1979. Parent Participation in Preschool Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

It is not specified how many classes/children/parents were involved and populations and/or samples were not described. The report is a summary of Hick, Thomas L., David J. Irvine, Mary D. Horan, and David L. Flint. Effects of Parent Involvement in a Prekindergarten Program on Children's Cognitive Performance. Technical Paper #9. Albany, New York: Prekindergarten Evaluation Unit, State Education Department. August 1979.

SYNOPSIS:

The study was designed to investigate the effects of parent involvement on the cognitive development of prekindergarten children.

Children in the New York State Prekindergarten Program were tested, near the end of the year, on three kinds of cognitive development--general reasoning, school-related knowledge and skills, and knowledge of verbal concepts. Data

were compared with records kept throughout the year on the amount of time devoted by the childrens' parents to participation in school functions. Kinds of involvement recorded included school visits, home visits by school staff, meetings, employment in the program, phone contacts, etc.

The analysis was designed to control for various differences--mother's educational level, childrens' age differences, family income and childrens' performance on a pretest.

RESEARCHER'S FINDINGS:

For all three measures of cognitive development, the number of hours of parent involvement correlated positively with the child's test scores, parent involvement had a favorable effect, and the greater the involvement, the higher the childrens' scores, regardless of the child's age, mother's education or family income. On the verbal concepts test, the effect of parent involvement appeared greatest for children whose pretest scores had been lowest.

RESEARCHER'S CONCLUSIONS:

The findings are "persuasive evidence of the broad impact parents can have on their children's learning."

The study has some limitations--children are in the prekindergarten program in the first place because of educational and/or socioeconomic disadvantagement. It is unknown whether parent involvement affects other areas (e.g., social competency of children). Underlying causes of the parent involvement effect may be unclear, as parent involvement is largely voluntary.

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of the article is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 31 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/24/80

CITATION: Gillum, R., et al., The effects of parent invovlement on student achievement in three Michigan performance contracting programs. Paper presented at the Annual Meeting of the American Educational Research Association (New York City, April 1977). (ERIC/EDRS No. ED 144 007).

DESCRIPTORS: Parent Participation, Intellectual Disciplines

SHORT TITLE: Gillum, et al., 1977. Parent Involvement in Performance Contracts

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Although the researchers contend the major difference in the three performance contacts was the parent involvement aspect, other factors in the highly charged performance contract setting, such as payment schedules, could have had a dominant influence.

SYNOPSIS:

The study had three purposes: 1) to determine if students who participated in the selected performance contracting programs showed greater reading achievement than could have been expected had they been in regular reading programs; 2) to determine if there were differences in reading achievement among the programs studied; and 3) to determine which features of the contracts accounted for the differences.

ITEM NUMBER: 31 SHORT TITLE: Gillum, et al., 1977
Parent Involvement in Performance Contracts

The study involved approximately 1,800 students in grades 2 through 6 in three districts participating in performance-contracting prorams which had parent involvement components. Achievement tests were administered at the beginning and end of the school year.

RESEARCHER'S FINDINGS:

Students in the programs achieved at a significantly higher rate than was expected on the basis of national norms. Differences were noted in the reading achievement scores of the three districts. For those districts where parental involvement was pro forma and consisted of either filling out a questionnaire or attending large group meetings, the achievement of the pupils was similar but was less than the achievement in the district where parents participated in deciding what was taught and had responsibility for working with the teachers and children.

RESEARCHER'S CONCLUSIONS:

The researchers cited no general conclusions.

REVIEWER'S NOTES AND COMMENTS:

A copy of the document is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 32 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/24/80

CITATION: Seibert, J., et al., Emerging trends in parent-school communication. Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, Texas, November 29-December 1, 1979. (ERIC/EDRS No. ED 182 734)

DESCRIPTORS: Parent Participation

SHORT TITLE: Seibert, et al., 1979. Parent-School Communication

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good review, but it concentrates more on descriptions of programs designed to improve parent participation than on research on results of such programs.

SYNOPSIS:

This paper discusses current trends and issues in parent-school communication patterns. The authors cite the reasons for current interest and concern in parent-school relationships and describe several programs designed to facilitate positive home-school interactions. Results of a Texas survey involving 254 parents are presented. Parents surveyed indicated that the most effective communication methods are (in descending order): parent-teacher conferences, open house, reports cards and teacher notes.

The paper includes a brief review of research on parental influence on achievement (described on the following page).

ITEM NUMBER: 32 SHORT TITLE: Seibert, et al., 1979
Parent-School Communication

RESEARCHER'S FINDINGS:

Research from the 1960s demonstrated the crucial influence of the home on school achievement. Headstart and many other intervention programs were developed in response to these findings.

Some studies indicated that the effect of home influence on student achievement was so powerful that schools could do little to equalize education without changes in cultural and economic status.

Current research emphasizes a new perspective, in which the school (via the teacher) seeks to involve the family in the child's education. Studies show impressive, lasting achievement gains on the part of children whose parents are actively involved in their schooling.

RESEARCHER'S CONCLUSIONS:

Schools need to develop ways to involve parents who do not respond to existing methods, to evaluate existing communications and to establish two-way communication patterns.

REVIEWER'S NOTES AND COMMENTS:

A copy of the document is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 33 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/24/80

CITATION: Austin Independent School District, Texas Office of Research and Evaluation. Review of research in parental involvement in education, interim report: low SES and minority student achievement study. Austin: Austin Independent School District, July 1977. (ERIC/EDRS No. ED 161 980)

DESCRIPTORS: Parent Participation, Student Characteristics

SHORT TITLE: Austin, et al., 1977. Parent Involvement in Child Instruction, Low SES

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSE

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good analysis of eighteen studies.

SYNOPSIS:

This is a review of research on the effects of parent involvement on the achievement of minority and low socioeconomic status children. Research on parent involvement activities and their influence on children's achievement at the preschool and elementary levels is examined and synthesized. Preschool and elementary studies were treated separately. A total of eighteen studies were analyzed, ten of which were clearly related to preschool, eight related to elementary grades.

ITEM NUMBER: 33 SHORT TITLE: Austin, et al, 1977
Parent Involvement in Child
Instruction, Low SES

RESEARCHER'S FINDINGS:

At the preschool level, studies generally show that parental involvement is beneficial. In studies where parents were instructed concerning methods of promoting their children's intellectual development were found to be particularly successful in producing long-term improvements in the academic achievement of low SES children. A few studies also report success in improving the achievement of low SES children whose parents work as paraprofessionals in the school or who serve in an advisory capacity for preschool programs.

At the elementary level, the limited research which is available indicates that parents who serve as tutors for their children can improve their children's academic achievement.

RESEARCHER'S CONCLUSIONS:

In a general sense, it seems that parent involvement can be effective in improving the academic achievement of low SES and ethnic minority children. Improving the parents' knowledge of ways in which to promote the child's general intellectual development and academic achievement can potentially be very beneficial.

REVIEWER'S NOTES AND COMMENTS:

A copy of the document is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 35 LOCATION: NWREL Information Center

REVIEWER: P. Rapaport DATE REVIEWED: 11/80

CITATION: Leunetta, V. H. and Blick. D. J., Evaluation of a Series of Computer-Based Dialogs in Introductory Physics. AEDS Journal, 1973, 7, 33-42.

DESCRIPTORS: Computer-Assisted Instruction

SHORT TITLE: Leunetta, et al., 1973. Computer-Assisted Instruction, Physics

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good study but there is a possible confound based on the self-selection of teachers for the experimental group. Pretest scores were not equivalent.

SYNOPSIS:

This study compared computer simulation of high school physics experiments with traditional laboratory experiments. Pre and posttests and attitude surveys were given. There were two experimental groups in which one received Computer-Assisted Instruction. The other group received the same materials but not from a computer.

ITEM NUMBER: 35 SHORT TITLE: Leunetta, et al., 1973
Computer-Assisted Instruction, Physics

RESEARCHER'S FINDINGS:

Computer-Assisted Instruction students outscored students who participated in regular experiments ($p < .001$) and students who received the non-CAI simulations ($p < .05$). The CAI group retained their learning as well as the traditional group and better than the non-CAI simulation group. There were no significant differences in attitude.

RESEARCHER'S CONCLUSIONS:

None drawn.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 36 LOCATION: NWREL Info. Cntr./Periodicals

REVIEWER: K. Cotton DATE REVIEWED: November 1980

CITATION: Fredrick, W. C. & Walberg, H. J. Learning as a function of time. The Journal of Educational Research, 1980, 73, 185-194.

DESCRIPTORS: Time Factors (Learning), Teacher Characteristics

SHORT TITLE: Fredrick & Walberg, 1980, Time Research Review

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Excellent secondary source, references deserve follow-up.

SYNOPSIS:

This is a review of research conducted on various measures of instructional time in relation to achievement, achievement gains and other outcomes. Studies reviewed are grouped on the basis of the magnitude of the time measure used: years, days, hours and minutes. A total of 51 studies were examined.

ITEM NUMBER: 36 SHORT TITLE: Fredrick & Walberg, 1980
Time Research Review

RESEARCHER'S FINDINGS:

Years of schooling - "When time spent in a learning situation is measured over relatively long spans, the results show a modest but persistent association beyond the outcome measure (e.g., knowledge, IQ, modernity, religiosity, language acquisition) and time."

Days of Instruction - Results are inconsistent. Some studies indicate low or no association with achievement. Others indicate associations exist. Days of instruction did relate to achievement gains.

Hours of Classes - Studies indicate a moderate but persistent association with achievement.

Minutes of Study - Modest relationships appear to exist between minutes of study and achievement.

The reviewers formulate some theoretical notions based on the studies reviewed.

RESEARCHER'S CONCLUSIONS:

The reviewers conclude that "time devoted to school learning appears to be a modest predictor of achievement." With some types of new material, time may be the best predictor. When additional time is used to make up for poor instruction or lack of ability, it may be negatively correlated with achievement.

"Quantity of instruction should be a candidate for inclusion in many educational research studies either as a potentially manipulable policy variable under the partial and joint control of educators, parents and students or as a control variable to estimate more precisely the effects of other educational variables such as the quality of instruction on student achievement."

REVIEWER'S NOTES AND COMMENTS:

A copy of the article can be found in the Time Factors (Learning) backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 37 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/26/80

CITATION: Hickey, K. A., et al. Modifying independent work habits of elementary students through parent-teacher involvement and cooperation. Paper presented at the Annual International Convention, The Council for Exceptional Children, April 1977. (ERIC/EDRS No. ED 139 163)

DESCRIPTORS: Parent Participation, Teaching Methods

SHORT TITLE: Hickey, 1977. Modifying Work Habits

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Population (five children) too small to justify broad generalizations. University laboaratory school setting also atypical.

SYNOPSIS:

This replication study was conducted to determine the effects of teacher-written praise notes and associated parent praise on the work habits and achievement of five underachieving fourth graders. During a baseline period, student work habits and achievement were recorded. Intervention 1 involved the teacher holding a conference with each student in which his/her appropriate behaviors were praised, and the teacher explained that praise notes would be given on days when 80% of his/her seatwork was correctly completed. Intervention 2 involved engaging parents to support the program by praising the child, displaying praise notes and keeping him/her reminded of the praise note system. Daily achievement was recorded.

ITEM NUMBER: 37 SHORT TITLE: Hickey, 1977
Modifying Work Habits

RESEARCHER'S FINDINGS:

Work habits for all students improved significantly with each intervention. Achievement gains were also noted for all students in a wide variety of subject areas.

RESEARCHER'S CONCLUSIONS:

"...a marked, positive change in student performance can occur when a teacher and parent collaborate positively and consistently to improve a child's educational experience."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of critical portions of the document is in Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 38 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/1/80

CITATION: Bedford-Stuyvesant Restoration Corporation, The family education program at Intermediate School 55: A report to the Salgo-Noren foundation on the operation and results of the family education program, September 1975 through June 1977, Brooklyn, N.Y., 1978. (ERIC/EDRS No. ED 169 139)

DESCRIPTORS: Parent Participation

SHORT TITLE: Bedford-Stuyvesant, 1978. Family Education

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Data too sparse to allow for strong generalizations.

SYNOPSIS:

This paper reports the results of a program designed to raise the achievement levels of students at an intermediate school through incorporating parent participation with the school's inservice teacher training program. Students were pre- and post-tested in reading and mathematics, and scores of children whose parents had participated in the parent workshops and other events were compared with scores of children whose parents had not participated. The setting was a severely depressed urban area.

ITEM NUMBER: 38 SHORT TITLE: Bedford-Stuyvesant, 1978 Family Education

RESEARCHER'S FINDINGS:

Data from 1974-75 indicated improvements significant enough in the reading and math achievement of students whose parents had participated that school staff felt their hypothesis was confirmed. Data from the next two years, however, did not indicate a positive relationship bstween parent participation and student achievement, and these data were, in any case, too sparse to yield meaningful results (e.g., too few pre- and post-test scores were available, too few parents participated in the program).

School staff noted a number of positive changes in areas not specifically related to student achievement, however. These included decreases in discipline problems, greater parent influence on school decisions, the establishment of specific instructional goals and objectives, etc.

RESEARCHER'S CONCLUSIONS:

Data were inadequate for conclusions about the relationship between parent participation and student achievement. School staff concluded (though they did not rigorously prove) that parent participation did have positive effects on school "tone."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 39 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: 12/1/80

CITATION: O'Neil, A. L. An investigation of parent tutorial intervention as a means of improving reading skills in the primary age child. Unpublished doctoral dissertation, University of Oregon, 1975. (Dissertation Abstract International, A, 37, July-August 1976)

DESCRIPTORS: Parent Participation

SHORT TITLE: O'Neil, 1975. Parent Tutoring in Reading

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT X

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good study. It should be replicated with older children.

SYNOPSIS:

The primary purpose of this study was to compare the performance of reading disabled students when (a) parents tutored with little or no supervision and when (b) parents tutored with ongoing close supervision by a reading specialist. A second purpose was to determine if parent tutoring in either form was significant when compared with a monitored control group.

One hundred and fifty-nine students in grades 1, 2 and 3, who were at least one year below grade level in reading, comprised the subjects. They were randomly divided into three groups--control, supervised tutoring and nonsupervised tutoring. The tutoring program lasted ten weeks and two post-tests and a parent questionnaire were administered.

ITEM NUMBER: 39 SHORT TITLE: O'Neil, 1975
Parent Tutoring in Reading

RESEARCHER'S FINDINGS:

Children who received the supervised tutoring did not exhibit significant differences in decoding skills from those who received unsupervised tutoring, but they did perform better in other reading skill areas (oral reading rates, reading consonant sounds). Supervised parent tutors experienced greater confidence, covered more material and tutored more regularly than the unsupervised parent tutors.

Children of both the supervised and unsupervised parent tutors performed bettter than the control group on various subskills.

RESEARCHER'S CONCLUSIONS:

"...parental-tutorial efforts in teaching reading using a structured mastery level reading program were not significantly more effective in most instances when extensive supervision was provided than when it was not.

"...when parents tutored their own children in reading, whether supervised or unsupervised, they were effective in increasing their child's rate in some reading subskills. Therefore, having parents tutor their own children in reading appears a viable solution to the remedial needs of the reading disabled child at the decoding level."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of the entire abstract is in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 40 LOCATION: Portland State University

REVIEWER: K. Cotton DATE REVIEWED: 12/1/80

CITATION: Bronfenbrenner, U. Is early intervention effective? Day Care and Early Education, 1974, 2 (2), 13-18; 44.

DESCRIPTORS: Parent Participation, Student Characteristics, Family Environment

SHORT TITLE: Bronfenbrenner, 1974. Early Intervention Research Synthesis

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 [5] (Strong)

BRIEF DISCUSSION OF RATING:

This is an excellent summary of findings from seven pieces of research. Policy makers would be well advised to read the entire article.

SYNOPSIS:

This is a review/synthesis of research studies on the effects of early intervention programs on the school performance of disadvantaged students. Research findings are presented in several sections according to the types of early intervention programs studies--group settings, home based, parent-child and ecological. Drawing on research findings in these areas, the author offers a list of principles of early intervention, which includes information about child development and guidelines for developing successful programs.

ITEM NUMBER: 40 SHORT TITLE: Bronfenbrenner, 1974
Early Intervention Research Synthesis

RESEARCHER'S FINDINGS:

Twelve studies of early intervention in group settings indicated that nearly all children show gains in IQ and other cognitive measures during the first year of the program and that cognitively structured programs are more beneficial than play-oriented ones. Neither entering a program at a younger age nor remaining in it longer results in more enduring gains. Children exhibit a slow, progressive decline after program completion, especially after entering regular school. The most deprived children benefited least. Home-based program studies (2) and parent-child intervention studies (9) showed similar results, including cumulative and more enduring IQ gains (3-4 years after program completion). The younger a child began the program, the greater were the gains he/she mde. Siblings of participating children also benefited. Positive gains in parent self-image resulted. Among the various other findings noted was the relatively inefficacy of intervention programs for children from extremely deprived families. Studies of ecological intervention programs (3) indicated that positive changes in a child's environment can bring about significant achievement gains.

RESEARCHER'S CONCLUSIONS:

The author derives a number of generalizations from the studies reviewed. The conclusions are: 1) family involvement is essential to a successful early intervention program; 2) basic needs (housing, nutrition, health care) are necessary prerequisites to social and academic development, but they are often unfulfilled needs among the disadvantaged; 3) interventions should commence when a child is very young and proceed uninterrupted; 4) families should receive information/training about a child's needs and how to meet them even before the child is born. The author also describes the needs of and appropriate interventions for children at different ages and stages of development.

REVIEWER'S NOTES AND COMMENTS:

A copy of the entire article and bibliography of 20 items is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 41 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/19/80

CITATION: Barth, R. Home-based reinforcement of school behavior: a review and analysis. Review of Educational Research, 1979, 49, 436-458.

DESCRIPTORS: Parent Participation

SHORT TITLE: Barth, 1979. Home-Based Reinforcement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is an important secondary source with clear findings.

SYNOPSIS:

This is a review of twenty-four studies of home-based reinforcement of school behavior as a method for motivating behavioral change. The review gives special attention to types of consequences employed and methods of gaining parental involvement. The studies reviewed have examined home-based reinforcement programs for children in group homes, in special classes and with entire mainstream and special classes. The programs studies employed a wide range of reinforcers, including food, praise, privileges, etc., and the method of involving parents ranged from infrequent notes/instructions to detailed and frequent parent-school staff conferences. Outcome goals of the programs studies included reduced discipline problems, increased academic achievement (measured variously) and others.

ITEM NUMBER: 41 SHORT TITLE: Barth, 1979
Home-Based Reinforcement

RESEARCHER'S FINDINGS:

Nearly all kinds of home-based reinforcement studies reviewed indicated that the programs produced some desired outcomes, regardless of student characteristics, type of reinforcer, kind of parent involvement procedure or kind of school setting. Person-to-person communication between parent and teacher appeared to result in the most successful home reinforcement programs.

RESEARCHER'S CONCLUSIONS:

Home-based reinforcement efforts are effective in supporting a variety of school-initiated behavior change activities. Care must be taken in phasing out such reinforcement efforts, as some studies indicated a return to less desirable behavior when they were withdrawn.

REVIEWER'S NOTES AND COMMENTS:

An extensive bibliography is included in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 42 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/19/80

CITATION: Rich, D., et al. Building on family strengths: the "nondeficit" involvement model for training home and school. Educational Leadership, 1979, 36, 506-510.

DESCRIPTORS: Parent Participation

SHORT TITLE: Rich, et. al, 1979. "Non-Deficit" Model for Parent Involvement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

Discussion of various approaches and models--some potentially useful references.

ITEM NUMBER: 42 SHORT TITLE: Rich, et al., 1979 "Non-Deficit" Model for Parent Involvement

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 44 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/19/80

CITATION: Tudor, K. P. An exploratory study of teacher attitude and behavior toward parent education and involvement. Educational Research Quarterly, 1977, 2 (3), 22-28.

DESCRIPTORS: Parent Participation

SHORT TITLE: Tudor, 1977. Teacher Attitude Toward Parent Participation

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

Study found that teachers in publicly funded programs have a more positive attitude toward parent involvement than those in privately funded programs. The relationship to school effectiveness was not explored.

ITEM NUMBER: 44 SHORT TITLE: Tudor, 1977
Teacher Attitude Toward Parent Involvement

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 45 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/20/80

CITATION: Robinson, N. Citizen advisory committees: the faulty lightning rod in the storm of school-community relations. Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration, London, Ontario, June 1978 (ERIC/EDRS No. 165-247)

DESCRIPTORS: Parent Participation, Community Invovlement

SHORT TITLE: Robinson, 1978. Citizen Advisory Committees

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The author was an official participant in the action being researched.

SYNOPSIS:

This case study investigated the capability of school citizen advisory committees to collect, contain and dissipate conflict. It investigated the Ideal School Citizen Advisory Committee in Vancouver, B.C. in 1976-77. Study of the committee's efficacy with regard to conflict took place in the context of school board-committee deliberations over school relocation.

Data were gathered from documentary sources, structured interviews and particpant observation techniques. The author was a school board member who participated in the board-community deliberations.

ITEM NUMBER: 45 SHORT TITLE: Robinson, 1978
Citizen Advisory Committee

RESEARCHER'S FINDINGS:

Though intended to be the community's agent for dealing with and resolving school-community issues, the committee was not able to prevent the school system-community conflict from exploding into the wider public arena.

RESEARCHER'S CONCLUSIONS:

The author concludes that advisory committees function well in attracting and focusing conflict but are not effective in containing or dissipating the conflict.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 46 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/19/80

CITATION: Lee, A. J. Parental attendance at a school dental program: its impact upon the dental behavior of the children. The Journal of School Health, 1978, 48, 423-427.

DESCRIPTORS: Parent Participation

SHORT TITLE: Lee, 1978. Parent Participation in Dental Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good study in area of dental behavior. There may be some general applicability to academic education.

SYNOPSIS:

The study sought to determine whether parent involvement in school dental health programs would improve the dental behavior and dental health of participating children.

Parents of kindergarten children in south-central British Columbia districts were invited to participate in a session of their school's dental health program. In a district data were compiled comparing children whose parents attended (105) with those whose parents did not (211). Variables compared included dental visits, routine oral hygiene and the use of flouide paste and rinse at the sessions.

ITEM NUMBER: 46 SHORT TITLE: Lee, 1978
Parent Participation in Dental Program

RESEARCHER'S FINDINGS:

Children whose parents attended the dental health session showed significantly greater improvement in oral health than did the control group.

RESEARCHER'S CONCLUSIONS:

"Based upon our experience, consideration should be given to greater integration and participation of parents in any school based dental health education program."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of the article and the bibliography is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 50 LOCATION: NWREL Info. Cntr.

REVIEWER: K. Cotton DATE REVIEWED: 11/26/80

CITATION: Olmsted, P. P., An observational study of parental teaching behaviors and their relationship to child achievement. North Carolina University Chapel Hall School of Education, USOE, Washington, D. C., 1979. (ERIC/EDRS No. ED 168 721)

DESCRIPTORS: Parent Participation, Teaching Methods

SHORT TITLE: Olmsted, 1979, Parent Teaching Behaviors

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Samples were small and partially self selected. Separation into black and white groups may have confounded results.

SYNOPSIS:

The evaluation study was designed to 1) compare the teaching behavior of parents who had been participating in the Parent Education Follow Through (PEFT) Program with that of parents who had not, and 2) to examine the relationship between child achievement and parent's use of the 10 dsesired teaching behaviors (DTBs) emphasized by the PEFT Program. Sixty-three program families and 46 nonprogram families in two sites were studied. The children studied were all in first grade, and all families were low income. Families at one site (Community A) were all Caucasian; those at the other site (Community B) were all black.

ITEM NUMBER: 50 SHORT TITLE: Olmsted, 1979
Parent Teaching Behaviors

Each parent-child unit engaged in two interactions--a matching faces activity and a book-reading activity. Videotapes of these interactions were made and evaluated for DTBs. Standard math and reading tests were used to assess achievement levels.

RESEARCHER'S FINDINGS:

In Community A, PEFT parents used significantly more DTBs* than non-PEFT parents; this was not true for Community B, however.

In Community A, a significant relationship was found between parental use of DTBs and children's achievement in both reading and math. This was not the case in Community B.

*(DTBs: 1) explaining an activity before beginning it, 2) letting the child become familar with materials to be used before beginning the lesson, 3) asking questions which have more than one correct answer, 4) asking questions which require multiple-word answers, 5) encouraging the child to enlarge upon his/her answer, 6) getting children to ask questions, 7) giving children time to work on the problem; not being too quick to help, 8) getting children to make evidence-based judgments rather than guessing, 9) praising children for doing well, 10) communicating in a positive manner than an answer is wrong)

RESEARCHER'S CONCLUSIONS:

Differences in outcomes are attributed to differences (range of achievement scores, use of DTBs by both PEFT and non-PEFT parents) between the two communities.

The writer concludes that "the way parents teach their children is related to those children's school performance" and that results of the study indicate "that the particular teaching behaviors currently being stressed by the PEFT Program are important ones."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of the document is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 51 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/25/80

CITATION: Henderson, R. W., & Swanson, R. Parent training and utilization of knowledge from research on cognitive socialization. Tucson: Arizona Center for Educational Research and Development, Arizona University, April 1974. (ERIC/EDRS No. ED 097 113)

DESCRIPTORS: Parent Participation

SHORT TITLE: Henderson & Swanson, 1974. Parent Training

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good study, but it ought to be replicated with larger samples and other ethnic groups.

SYNOPSIS:

This study tested two hypotheses: 1) that training parents to develop question-asking skills in their first grade children would bring about increases in question asking by those children, and 2) that following each intervention period, participants would perform better than nonparticipants.

American Indian paraprofessionals were trained to teach parents methods to foster question asking in their children. Subjects were assigned to three treatment groups of 10 subjects each. Each child was tested at each of four data points, making it possible to examine the effects of multiple testing prior to intervention, as well as retention or maintenance of effects over time.

ITEM NUMBER: 51 SHORT TITLE: Henderson & Swanson, 1974
Parent Training

RESEARCHER'S FINDINGS:

The hypotheses were confirmed. Moreover, data indicate that changes were in fact the result of planned interventions rather than random factors.

RESEARCHER'S CONCLUSIONS:

"This study ... provides objective evidence for the efficacy of parental applications of learning-theory based procedures for the intellectual socialization of their children. Furthermore, the study demonstrates the feasibility of training indigenous paraprofessionals in a relatively isolated setting to conduct effective training for parents to provide a supportive environment for the intellectual socialization of their children."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of important parts of the document contained is in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 52 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/25/80

CITATION: McKinney, J. A. The development and implementation of a tutorial program for parents to improve the reading and mathematics achievement of their children. Practicum paper, Nord University, June 1975. (ERIC/EDRS No. ED 113 703)

DESCRIPTORS: Parent Participation

SHORT TITLE: McKinney, 1975. Parent Tutoring

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Effect measured over only a very short time period, i.e., 15 weeks. Does not allow for broad generalizations.

SYNOPSIS:

The purpose of the practicum was to teach parents tutoring skills so that they could help raise their children's reading and mathematics achievement. The pupils and parents in the project were from a tri-ethnic population of blacks, whites and Spanish surnamed. Fifty parents were trained two hours a day for 15 weeks to tutor their children at home in reading and mathematics. Fifty pupils whose parents did not receive the training served as the control group.

Experimental and control group students were pretested in reading and math. Parents were pre- and post-tested using an attitude questionnaire. The study hypothesized that program students would evidence achievement gains and program parents would have more positive attitudes toward the school.

ITEM NUMBER: 52 SHORT TITLE: McKinney, 1975
Parent Tutoring

RESEARCHER'S FINDINGS:

Program students scored higher on the post-test than non-program students in both subjects, and program parents developed more positive attitudes toward the school than did nonparticipating parents.

RESEARCHER'S CONCLUSIONS:

"... Where parents are involved in their children's education, achievement will show a marked increase."

REVIEWER'S NOTES AND COMMENTS:

A xerox copy of parts of the document is included in the Parent Participation backup file.